

ST GEORGE MIDDLE

600 Minus Street
St. George, SC 29477

GRADES 6-8 Middle School

ENROLLMENT 604 Students

PRINCIPAL Carolyn Rogers 843-563-3171

SUPERINTENDENT Mary M. Rice-Crenshaw, Ed.D. 843-563-4535

BOARD CHAIR Dr. James Hodges 843-563-4535

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	27	10

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

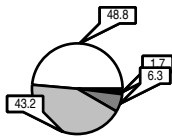
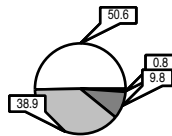
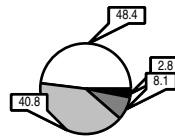
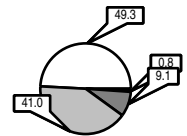
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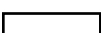
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	40	141	29
Percent satisfied with learning environment	67.5%	57.6%	55.2%
Percent satisfied with social and physical environment	66.7%	62.1%	42.9%
Percent satisfied with home-school relations	40.5%	75.2%	60.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	596	97.3	50.6	38.9	9.8	0.8	10.5	17.6
Gender								
Male	344	96.8	59.6	32.3	7.4	0.7	8.1	17.6
Female	252	98.0	39.2	47.1	12.8	0.9	13.7	17.6
Racial/Ethnic Group								
White	139	96.4	41.1	45.5	12.5	0.9	13.4	17.6
African-American	442	97.5	54.1	36.5	8.5	0.8	9.3	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	11	100.0	25.0	58.3	16.7	N/A	16.7	17.6
Disability Status								
Not disabled	495	99.4	46.9	41.0	11.2	0.9	12.1	17.6
Disabled	101	87.1	75.8	24.2	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	596	97.3	50.4	39.0	9.8	0.8	10.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	596	97.3	50.5	38.9	9.8	0.8	10.6	17.6
Socio-Economic Status								
Subsidized meals	484	97.5	54.8	37.9	6.8	0.5	7.3	17.6
Full-pay meals	112	96.4	32.7	43.6	21.8	2.0	23.8	17.6

Mathematics								
All students	596	99.2	48.8	43.2	6.3	1.7	8.1	15.5
Gender								
Male	344	98.8	51.0	39.4	8.2	1.4	9.6	15.5
Female	252	99.6	45.6	48.2	3.9	2.2	6.1	15.5
Racial/Ethnic Group								
White	139	100.0	37.4	48.7	8.7	5.2	13.9	15.5
African-American	442	98.9	52.2	41.4	5.9	0.5	6.4	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	11	100.0	41.7	50.0	N/A	8.3	8.3	15.5
Disability Status								
Not disabled	495	100.0	45.1	45.8	7.1	2.0	9.1	15.5
Disabled	101	95.0	71.8	26.8	1.4	N/A	1.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	596	99.2	48.5	43.4	6.4	1.7	8.1	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	596	99.2	48.5	43.3	6.4	1.7	8.1	15.5
Socio-Economic Status								
Subsidized meals	484	99.0	52.2	41.5	5.3	1.0	6.3	15.5
Full-pay meals	112	100.0	33.7	51.0	10.6	4.8	15.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	163	N/A	34.4	44.2	17.5	3.9	21.4
	Grade 7	189	N/A	36.4	55.4	6.5	1.6	8.2
	Grade 8	158	N/A	48.1	40.9	9.7	1.3	11.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	226	97.8	50.0	34.3	14.6	1.0	15.7
	Grade 7	177	97.2	42.9	47.6	9.5	N/A	9.5
	Grade 8	193	96.9	58.1	36.5	4.2	1.2	5.4

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	163	N/A	39.5	45.9	9.6	5.1	14.6
	Grade 7	189	N/A	59.0	34.4	6.0	0.5	6.6
	Grade 8	158	N/A	64.1	31.4	3.8	0.6	4.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	226	99.6	44.3	39.8	11.9	4.0	15.9
	Grade 7	177	98.3	48.3	47.0	4.7	N/A	4.7
	Grade 8	193	99.5	54.4	43.9	1.2	0.6	1.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 604)				
Students enrolled in high school credit courses (grades 7 & 8)	6.3%	Down from 11.0%	6.2%	14.4%
Retention rate	3.9%	Down from 4.2%	3.7%	2.3%
Attendance rate	93.0%	Down from 93.2%	94.7%	95.2%
Eligible for gifted and talented	8.1%	Down from 10.0%	6.6%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.7%	Up from 13.4%	16.7%	14.1%
Older than usual for grade	5.8%	Down from 7.3%	7.6%	4.9%
Suspended or expelled	1.8%	Up from 1.1%	2.5%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	47.7%	Down from 48.8%	42.9%	47.1%
Continuing contract teachers	63.6%	Down from 75.6%	77.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.8%	N/A	79.9%	84.3%
Teacher attendance rate	94.9%	Down from 95.8%	94.3%	95.0%
Average teacher salary	\$39,288	Down 1.6%	\$38,789	\$39,924
Prof. development days/teacher	16.6 days	Up from 9.7 days	10.8 days	10.7 days

School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio	19.9 to 1	Up from 10.2 to 1	19.7 to 1	21.0 to 1
Prime instructional time	87.1%	Down from 87.3%	87.2%	88.9%
Dollars spent per pupil*	\$6,687	Up 11.0%	\$6,421	\$5,854
Percent spent on teacher salaries*	58.2%	Up from 56.9%	60.1%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.7%	No change	85.8%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002-2003 school year, St. George Middle School received an improvement rating of "Average" and an absolute rating of "Below Average." This was a significant improvement from the 2001-2002 school year. Our goal during the 2001-2002 school year focused on writing improvement along with the math and reading programs, which were implemented during the previous years.

One of our initiatives for improvement was to continue with the Houghton Mifflin's Soar to Success reading program. The objective of this reading program was to develop a lab setting for using innovative strategies to help struggling middle school students to increase their reading comprehension and writing skills. This intervention program, Soar to Success, was used for direct instruction of identified students in basic reading comprehension skills. These students worked in small groups and were encouraged to read extensively assorted books that were available in the classroom. Students were pulled for their tutoring groups from the main academic assistance computer labs. The key to Soar to Success was the small group setting. This reading program gave students an opportunity to ask questions without fear of intimidation as well as built a more personal support system for literacy success. With improved reading comprehension of the students, the continued efforts of teachers in the math and science departments emphasizing specific math and science skills, and the tutorial and after-school programs, improvement was realized in reading at all grade levels and improvement in math in grades six and seven.

Writing across the middle school curriculum was another initiative for improvement that was emphasized. Staff development training was provided during the school year. Weekly in service meetings were held for teachers. The training provided teachers with models and specific techniques for helping their students communicate effectively through reading and writing across the middle school curriculum. The utilization of scoring rubrics was also emphasized to help teachers to better understand how to identify quality writing and to understand the different types of writing. Improvement in writing was noted in all grade levels.

During the 2001-2002 school year, only part of the teachers participated in Standards in Practice (SIP) training. This training helped teachers to place emphasis on teaching and assessing at the proper level. After these teachers took the training, it was decided that at the beginning of the 2002-2003 school year, all teachers would complete SIP training. During the school year, grade level teams and the math department met to utilize the SIP training.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.